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ABSTRACT

A study examined the impact of a working commitment to corporate communication and corporate communication education on perceptions of management and managerial style and the more general perceptions of the organization. Subjects, 15 male mid-level managers at a large southeastern chemical plant that had in place a continuing corporate communication education program, were surveyed for their perceptions of organizational behavior. Results indicated that all managers fell into the high task/high relationship managerial style but differed significantly in their style range. Results also indicated that perceptions of the organization's communication were found to be significantly higher than reported national norms. (One figure and four tables of data are included; 22 references and a corporate management program seminar are attached.) (RS)

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# IMPACT OF LONG-TERM COMMUNICATION TRAINING ON MANAGERIAL STYLE AND PERCEPTIONS OF ORGANIZATION

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# IMPACT OF LONG-TERM COMMUNICATION TRAINING ON MANAGERIAL STYLE AND PERCEPTIONS OF ORGANIZATION

Abstract

Previous research in the area of organizational communication has demonstrated a relationship between managerial style and perceptions of organizational communication but little, if any, research has focused on the variables which may differentiate managers within the organization from each other. This study examined the influence of several organizational variables and their affect on managerial style in relation to widely-accepted organizational norms. Specifically, 15 mid-level managers who had participated in corporate communication management programs at a large southeastern chemical company participated in an assessment of organizational communication. Results indicated that all managers fell into one of Hersey and Blanchard's (1977) managerial styles (high task/high relationship) but differed significantly in their style range. Additionally, perceptions of the organization's communication were found to be significantly higher than reported national norms. Discussion centers on the role of the corporation's communication training program.

# IMPACT OF LONG-TERM COMMUNICATION TRAINING ON MANAGERIAL STYLE AND PERCEPTIONS OF ORGANIZATION

In what ways does corporation orientation toward communication affect manager's perceptions of that organization? In what way does this orientation affect managerial style? To students of organizational communication questions such as these are central to the focus of study: communication. However, very little research has actually examined the impact of a working commitment to corporate communication and corporate communication education on both perceptions of management and managerial style and the more general perceptions of the organization. This study attempted to answer both questions by examining the communication perceptions of mid-level managers at a large southern chemical plant that had in place a continuing corporate communication education program.

The role of corporate communication education reflects a view of the person, both manager and worker, as an active and reactive force within the organization. Its main focus on management establishes a leadership style or theory of leadership which emphasizes both flow of information and perception of the organizational environment. Hence, communication programs which emphasize communication-oriented leadership should produce managers whose leadership style is both corporate-oriented (mainly focused on task accomplishment) and relationship-oriented (mainly focused on the interpersonal needs of the worker). The outcome of this relationship between task and relationship should yield, then, managers with a wide variety of adaptability to organizational situations and whose focus toward the larger corporation is more positive.

## HISTORICAL OVERVIEW OF MANAGEMENT STYLE AND LEADERSHIP

The classical organizational theory of Max Weber generally adheres to Taylor's "scientific management" view of managerial theory or style (Goldberg et al., 1967). This

view centers around authoritarian leadership and provides a very negative view of man. The scientific management view commonly portrays man as (1) incapable of independent and creative effort, (2) motivated principally by economic reward, (3) that his behavior must be regulated by carefully defined rules, and (4) that he is happiest in a condition of carefully controlled dependency. Gary Kreps (1986) states that "scientific management describes the way a specific organizational task should be structured to increase the efficiency of their accomplishment" (p. 75). Taylor set forth several different management principles and concepts in scientific management which stress the importance of structure and design in accomplishing organizational tasks. This view of management remained popular during the 19th and early 20th centuries and was utilized by such organizations as those founded by Henry Ford and John D. Rockefeller (Goldhaber, 1974).

The 1940's and 1950's showed a shift in emphasis from the organization to the individual. The "Human Relations School" of management emphasized employee participation as a means of improving the morale of workers and thus productivity. In contrast, the negative view of man demonstrated by scientific management, the Human Relations School headed by Elton Mayo, stressed that man was capable of wise decisions and is most satisfied and productive when his talents are fully utilized (Goldberg et al., 1967). This organizational perspective stressed that leadership -- or managerial style -- should be consistent from one situation to the next. That is, scientific management and the Human Relations School both viewed managerial style in a very limited way. The former focused on the "bad" characteristics of the worker, while the latter emphasized the "good."

The next major development in managerial theory was that of the "Human Resources School." This theory was built upon the foundations laid by Douglas McGregor and Renis Likert.

McGregor (1960) developed a theory of organization from Taylor's (1911) scientific management approach, but modified it according to the results of the Hawthorne studies of 1924 to 1931. This theory, labeled "Theory X/Theory Y," dichotomized man into

either very negative (Theory X) or very positive (Theory Y) camps. Managers falling into Theory X perceive those working for them as needing direction and control, usually through the direct exercise of managerial authority. Theory X, then, takes a scientific management view of the organization. Frequently, Theory X managers create atmospheres of distrust and fear, of limited or no understanding of the needs of management. Such conditions typically evolve into situations whereby morale is depleted and productivity is reduced (Goldhaber, 1974). Theory Y, however, is more influenced by the work of Mayo, positing that the integration of the individual's and the organization's goals is the key to success within the organization. This perspective creates a managerial style generally resulting in trust, mutual reciprocity, intimacy, and growth. While Theory X adherents create distrust and a negative atmosphere between worker and management, Theory Y adherents create trust and a positive atmosphere between worker and management. However, actual organizational behavior seldom yields management that falls neatly into one or the other theoretical camp. Hence, actual practice finds managers who employ both X and Y beliefs; the "good" manager adapting his or her managerial style to the situation (Goldhaber, 1974).

The development of managerial theory seems to follow a pattern suggesting two outcomes of interest. First, scientific management viewed leadership as a simple construct, people needed to be led and that differentiation between situation and worker was not a major concern of management. Hence, communication between management and worker was not emphasized. Second, as research progressed, theory shifted towards adopting a more interactive approach, one which emphasized the communicative relationships between manager and worker. For such relationships to work, management must be aware of its communication needs and how those needs may shift according to the situation. This suggests that managers whose background includes communication training should possess a more varied approach to management as measured according to specific indices of leadership/management style, style range, and style adaptability.

## MANAGEMENT AND LEADERSHIP STYLE

According to Paul Hersey and Kenneth H. Blanchard (1977), within the organizational setting, those people at the managerial level attempt leadership at one time or another. Hersey and Blanchard further suggest that three of the more important aspects of leader behavior regarding the organization include leader style, style range, and style adaptability.

### Style

Leadership styles are the consistent patterns of behavior that people exhibit, as perceived by others, while attempting to influence the activities of other people (Hersey and Blanchard, 1977). Leadership styles are developed over time and generally involve emphasis on task behavior, relationship behavior, or some combination of the two. Task behavior is characterized by the endeavor to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished. Relationship behavior is characterized by socio-emotional support, friendship, and mutual trust between the manager and his or subordinates. Style, then, is related to how the manager differentiates both the task and the personnel available to meet that task.

### Style Range and Style Adaptability

Style range reflects the extent to which the manager is able to vary her leadership style. Since there is no one "best" leadership style, this ability to adapt to changing situations may be more important than style type alone (Hersey and Blanchard, 1977). A manager's effectiveness may depend on his adaptability and appropriateness of the leadership style to the particular situation. A wide style range, although important, is not as crucial as the degree of style adaptability a manager is capable of. The relationship between the two concepts is similar to the ability of a communicator to clearly discriminate between situations, understanding that different problems require different solutions. The

effective manager, then, is a leader who can stimulus discriminate and effectively communicate this via an effective range of styles.

Style and Communication

Leadership style is clearly a function of the ability of the manager to (1) observe the situation, (2) evaluate the personnel available, and (3) to effectively relate or communicate with her workers in such a way as to increase productivity. Organizations which emphasize communication training should have managers who are able to vary their leadership styles and style ranges. Such programs would necessarily focus on interpersonal skills, effective decision-making, and leadership training.

The impact of such management training programs which emphasize communication is fairly well documented (cf., Dockstader et al., 1980; Goldhaber, 1986; Goldstein, 1980; Harris, and Thomlison, 1983; Lesikar, 1981; Meliea and Duffy, 1980; Sossman, 1982; Thornton, 1980; Wilson, Goodall, and Waagen, 1986). The underlying results of this body of literature are (1) that communication training programs for management are important in the day-to-day functioning of the organization and (2) that managers who participate in such training are more effective leaders. As Goldhaber (1986) noted, "Management and communication consultants say that more than 10% of U.S. business enterprises fail every year primarily because of bad management and ineffective employee communication" (p. 9). Further, researchers and consultants report both "consistent and strong support for the assumption that management communication behaviors do play a significant part in contributing to or detracting from total organizational effectiveness" (Tubbs and Hain, 1979). Such relationships point to a more varied leadership style and more adaptability in leadership style by management whose organizations invest in communications training programs.

## PERCEPTIONS OF THE ORGANIZATION

The leadership style of a manager should affect how that manager views the organization, its members, and her relationship to both. A number of variables which may be affected by leadership style have been identified in the organizational literature (cf., Goldhaber, 1986; Kreps, 1986; Peterson and Pace, 1986). Of the many variables affected by leadership style and management, six related variables may provide an index as to the total communication profile of the organization: organizational climate; information accessibility, dispersion, and load; member satisfaction, and media quality.

According to Brent D. Peterson and R. Wayne Pace (1986), these variables provide a communication profile, one which can help identify communication concerns and attitudes toward the organization across the more global communication dimensions of organizational climate and satisfaction, information use, and communication load. Specific organizational dimensions have been defined as follows.

Organizational climate refers to a descriptive analysis of the organizational environment in which people find themselves in (Batlis, 1980). Perceptions of climate should be devoid of evaluations, although in reality such distinctions between description and evaluation are hard to operationalize. Organizational climate, then, is the global impression an individual has of his or her organization and its characteristics related to trust, openness, and concern for both worker and product (Peterson and Pace, 1986).

Organizational climate is influenced by -- and influences in turn -- several other organizational variables. Climate is multidimensional (cf., Schneider and Snyder 1975) and may be viewed as an "intervening variable, influenced by such organizational characteristics as leadership style and job activities" (Batlis, 1980). The three major influencing agents, those related to job activities, include satisfaction (perceptions organizational members have of the organization and how satisfied they are with each), media quality (perceptions of the appeal, appropriateness, and reliability of organizational publications, written directives and reports), and information flow (member perceptions of accessibility to

information, information load, and dispersion of information within the organization) (Peterson and Pace, 1986).

Based on the foregoing discussion, it should be apparent that the relationship between leadership/management and perceptions of the organization becomes important when viewing communication within the organization. How any one manager perceives his or her leadership and the organization is dependent on the degree to which he or she differentiates not only leadership style, but also how that style is adapted to the organizational environment. Further, how managers perceive the organization they work in should influence how they perceive their leadership style and the ranges under which they operate.

One important feature of the communication profile of any organization is going to be the effort the organization puts into training its managers, its leadership. As noted earlier, educational programs within organizations should provide the necessary skills to effectively evaluate both the situation and personnel involved in such a way as to effectively communicate organizational needs. Based on this and earlier discussion, the following research questions were are posed:

$RQ_1$: What effect does a communication management program have on manager's perceptions of the organization and their perceived management styles?

If communication programs do impact on managerial leadership, then their perceptions of the organization should be affected by that training. Specifically, if a communications training program does impact on the managers' perceptions of their leadership style and range, how does this further impact on the organizational variables discussed earlier?

$RQ_2$: How do leadership style, style range, and style adaptability relate to perceptions of organizational variables such as climate, member

satisfaction, media quality, and information accessibility, load, and dispersion?

## METHOD

To answer the two research questions posed in this study, middle level managers at a large southeastern organization were surveyed for their perceptions of organizational behavior. All participants were volunteers solicited thorough the help of the organization's Office of Employee Relations. The organization was chosen for two reasons. First, we were able to have access to the organization and its mid-level managers, to include some who were not present at the initial data gathering session. Second, and perhaps equally as important, the parent organization required management to participate in a series of "corporate management seminars" in which training in communication was the primarily curriculum.

### The Organization and its Communication Training Program

The organization studied was a large chemical concern whose main product was molecular sieves. As part of a larger national concern, the organization employed 400 personnel, of whom 20 were at mid-level management; 15 of which participated in this study. The company's administration strongly encourages participation in and wholly supports personnel members in seeking communication training at all levels, both through corporate and outside programs.

Managerial Training Program. Within the organization, corporate management endeavors to support both the long-term developmental needs of human resources and manage short-term pressures of today. In so doing, they offer annual management seminars supported by monthly training meetings. The organization's management style is very individualistic, dependent on the extent of the problem and who is responsible for handing that problem. In addition to the annual management seminars, three program

areas are made available and managers are encouraged to attend three separate program areas.

Program One consists of a "core curriculum" of topics basic to all managers. This program includes performance appraisal, management and supervisory functions, and a three-day seminar on interpersonal communication skills. Program Two examines "career development" and focuses on personal goals and skill enhancement with emphasis on coaching and feedback. Program Three focuses on "professional development" with particular emphasis on communication skills such as "executive communications" (speaking), "managing change and innovation" (systems and influence), "meeting management" (small group communication), "personal skills" (interpersonal communication), "problem solving and decision making" (small group communication), along with seminars in conflict management, time management, advanced speaking, and a writing skill enhancement workshop. Other seminars offered include "understanding self and others," "consulting skills," and "employment interviewing" to name but a few.

All managers sampled in this study participated in all three program areas.

Instrumentation

Although leadership and management are often thought of as synonymous, a distinction is made here between the two. Management concerns the rational assessment of organizational tasks and the development of strategies by which to accomplish those tasks and is interested in order and efficiency, whereas leadership focuses on the direction of employees toward future innovation (Kreps, 1986). Management styles are the natural outgrowth of the interaction of both direction and strategy and may be operationalized as falling into four mutually distinct categories: high task/high relationship, high task/low relationship, low task/high relationship, and low task/low relationship (Hersey and Blanchard, 1977). To assess perceived managerial leadership style, range, and adaptability, Hersey and Blanchard's (1977) Leader Adaptability and Style Inventory (LASI) was

employed; Peterson and Pace's (1986) Organizational Communication Profile (OCP) was used to tap individual manager's perceptions of communication within the organization.

LASI. As defined by Hersey and Blanchard (1977), leadership is "a process of influencing the activities of an individual or group in efforts toward accomplishing goals in a given situation" (p. 22). This definition coincides with the definition of management set forth earlier in this paper. The LASI instrument is composed of twelve hypothetical situations which the participant reads and chooses a course of action that comes closest to the action he or she would actually take in the given situation. These responses are then assessed in terms of task and relationship and mapped into four quadrants bounded by high and low task and relationship style (see Figure 1). Although the these are four distinct categories, managers may fall into more than one particular category. The manager's style range is determined by the number of categories he or she falls into, with only one of said categories being dominant. The instrument takes into account the current view that there is no single "best" leadership or managerial style. Instead, the ability to adapt one's leadership style to the individual characteristics is seen as the most effective style of leadership.

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Insert Figure 1 Here

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Additional variables tapped by the LASI include leadership adaptability and effectiveness. The effectiveness of a manager's leadership style depends on the situation in which it is used. It follows, then, that any of the four basic styles (high task/high relationship, high task/low relationship,low task/high relationship, and low relationship/low task) may be effective or ineffective depending on the situation at hand. The effectiveness rating is determined by assigning a rating (-2 to +2) to each alternative action chosen by the participant when completing the LASI questionnaire. From this score

a composite may be drawn indicating an effectiveness rating of between -24 and +24 for each individual.

OCP. Communication is the central process by which organizations coordinate efforts and resources to accomplish its goals (Peterson and Pace, 1986). The OCP is a questionnaire designed to measure member attitudes, perceptions, expectations, and satisfaction with the communication within the organization. Although the OCP is like any other instrument used in assessing organizational climate in that it takes a snapshot of responses at one point in time, it was helpful in this study in that it provided additional information by which to categorize managers. The OCP taps the more global dimensions of organizational climate and satisfaction, information accessibility, and information load. The OCP was also selected because it was one of the few organizational communication inventories which provided a normative response against which the managerial sample could be tested.

Specifically, climate was operationalized as responses to six related variables measured on a 1 (False) to 5 (True) scale: perceived trust, participative decision making, openness to downward information, listening to upward communication, concern for performance, and supportiveness. Overall climate was calculated as the sum of the six sub-dimensions. Satisfaction was measured as response to five variables measured on the same true-false scale: perceived work satisfaction, supervisor satisfaction, pay and benefits satisfaction, promotions satisfaction, and co-worker satisfaction. Overall satisfaction was operationalized as the sum of the five sub-dimensions. Media quality was operationalized as the responses to statements concerning perceptions of the organization's publications, again on a true to false scale. Information accessibility and information load reflect the extent to which organizational members felt they had access to information and how they coped with that information. Informational items were reacted to on a 1 (receive very little information) to 5 (receive very great amount of information) scale.

Additionally, three seven-point semantic differential-like items were added to tap perceptions of subordinate motivation.

Design

As noted earlier, participants were fifteen mid-level managers employed by a large chemical company located on the Alabama Gulf Coast. Each had participated in a number of the management/communication seminars over a number of years. All were volunteers, solicited through the help of the organization's Office of Employee Relations. Data collection was accomplished in two stages. First, as a group task, eleven respondents were given a packet of materials to complete. The packet contained a demographic data sheet and both the OCP and LASI instruments. All participants at this stage of data collection completed the materials in the company's conference room in the presence of the researchers.

A second data collection stage was necessitated by an unexpected emergency which forced nine managers to be absent from the plant on the date of the initial data collection. Upon their return, four of these managers completed the data packets and they were forwarded to the researchers.

## RESULTS

All data was coded and submitted to analyses via the SPSS/PC+ (Norusis, 1985) and Statistics With Finesse (Boulding, 1985) statistical packages. The conventional alpha of .05 was set for statistical significance, with relationships falling between an alpha of .05 and .10 also examined.

Demographics

The sample consisted of 15 managers, all involved in mid-level management. All were males between the ages of 32 to 58, with a mean age of 44.73 years. Years employed by this organization ranged from 10 to 31, with a mean of 18.33 years with the company.

The managers represented a good cross sampling of all departments, including Molecular Sieves, Quality Assurance, Accounting, Maintenance, Employee Relations, Engineering, etc. Participants reported being associated with their departments an average of 11 years. Forty percent of the participants reported that they had only worked for the organization studied, while the remainder indicated that they had worked in a managerial capacity in at least one other company prior to the one studied. Eighty percent of the participants reported holding at least a bachelors degree (in business, management, chemistry, or mechanical engineering), while 13 percent held Master's degrees (in engineering or business administration). All managers had participated in the management communication program.

Organizational Norms

The first research question addressed the impact of the training programs on perceptions of the organization. This analysis tested the obtained OCP sub-dimension and dimension against the norms reported by Peterson and Pace (1986) via a one-sample t-test (Boulding, 1985). (See Table 1.)

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Insert Table 1 Here

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For the variable, organizational climate, all but two sub-dimensions (listening in upward communication and supportiveness) yielded higher mean scores than the reported norms. Participants reported significantly higher than the norm scores on concern for high performance goals ($d = .337$, $t = 2.19$, $p < .03$) and differences approached significance for participative decision making ($d = .263$, $t = 1.42$., $p < .09$) and the communicate climate composite score ($d = .184$, $t = 1.29$, $p = .10$). Manager satisfaction with the organization was significantly higher than the norm for each sub-dimension and the composite satisfaction score. Perception of media quality also was significantly higher than the norm, as was information accessibility. Although perceptions of information load did not differ from the

norm, perceptions of information overload-underload were, however, significantly different from the norm. Participants reported higher overload than the norm ($M_{sample}$=-.21, $M_{norm}$=-.49, d=-.275, t=-1.80, p<.05). Information dispersion is reported as the percent of the respondents who "knew something" about a message that was dispersed among organizational members, while the reported norm is 29% knowing something about the message, 100% of the participants reported "knowing something" about the message (regarding a new comprehensive medical insurance plan).

The first research question also addressed the question of management style. To examine this aspect of the research question, managerial style, as analyzed via responses to the LASI questionnaire, were broken down into three sub-dimensions: dominant style, style range, and effectiveness. All participants reported their dominant style as being high task/high relationship; that is, all exhibited a high concern for productivity, yet tempered with a high concern for personnel relations. Managerial effectiveness scores ranged from -4 to +15, with a mean +5.47. Correlations between the effectiveness scores and the OCP variables were low to moderate and failed to yield any significant results (see Table 2). However, all organizational satisfaction variables were negatively correlated with managerial effectiveness scores, as were the information load and information overload/underload dimensions. That is, as leadership/management effectiveness increased, satisfaction with the organization decreased, as did perceptions of the extent to which they felt they received more information than they could adequately cope with and feelings of information overload increased.

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Insert Table 2 Here

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The style range of participants spanned from 2 to 4 quadrants, with no participants' responses falling into only one quadrant (see Table 3). Analysis of the distribution of style ranges indicated a significant number of managers whose style range extended across three

quadrants, as opposed to those whose ranges were either two or four ($X^2 = 7.60$, df/2, $p < .01$).

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Insert Table 3 Here

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Leadership and Perceptions of Organization

The second research question examined the relationship between leadership/manager style and perceptions of the organization. Because the participants differed only in their style ranges, one way analyses of variance were run between style range and the OCP dimensions and sub-dimensions and the semantic differential statements concerning subordinate motivation and willingness to take on responsibility (see Table 4). Where significant differences were obtained, Duncan's Multiple Range Test (MRT) was run.

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Insert Table 4 Here

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Participants whose style range was either 3 or 4 reported significantly greater amounts of subordinates willingness to take on responsibility than those whose style range was 2 ($F = 8.83$, $df = 2/12$, $p < .05$). Participants whose style range was either 3 or 4 reported significantly higher degrees of motivation of their subordinates than those whose style range was limited to 2 quadrants ($F = 4.05$). For the OCP analyses, only information accessibility obtained significant differences, with participants whose style range was limited to 2 perceived their access to information as significantly greater than those who fell in style range quadrants 3 or 4, which did not differ as to perceptions of information load.

## DISCUSSION

The purpose of this study was to examine the managerial-leadership style of managers who had spent considerable time in an organization with a managerial training program that emphasized communications. The variables studied included the managers' perceived leadership style and their perceptions of the organization. The results clearly suggest that long term training programs do, indeed, provide positive communication outcomes.

The communication profile we observed in this organization is clearly more positive than almost all of Peterson and Pace's (1986) dimensions of organizational communication. With the exception of climate, a variable which is quite abstract, and information load, all other OCP dimensions yielded scores significantly higher than the norm. Clearly, these managers perceived their organization more positively than the "average" person in the organization. As might be expected, concern for performance and perceptions of being part of the decision making process were significantly higher than the reported norms; other climate variables, however, failed to differentiate between the management sample and national norms. Perceptions of information load were no different than the reported norm, perhaps a function of the complexities of the demands on managerial workers today.

In the more interpersonal areas of worker organizational satisfaction, the managers studied reported significantly higher scores than the reported norms on each of the sub-dimensions and the general dimension. Media quality also was perceived as significantly higher than the norm, reflecting perhaps a true concern for communication by the organization. Information accessibility was perceived as being higher, yet information overload/underload was perceived significantly lower than the norm. Clearly, this set of managers perceived that information flow was appropriate for their needs.

The impact of long-term training may be best observed in style ranges reported by the managers. No manager reported employing only one style range, with significantly more managers reporting a style range of three styles than two or four styles. Although

this may be a function of the years on the job, it was quite unexpected and may be attributed to the managerial focus on problem-solving and decision-making in the training corporate program. This finding, along with the other analyses suggests that managers whose style ranges are more adaptable perceive their subordinates as more motivated and willing to take on responsibility than those with fewer styles. That no manager was found to possess only one managerial style suggests that the training program associated with this organization may be effective. This interpretation is reinforced by the single High Task/High Relationship dominant style reported by all managers; a finding which suggests that the training provided by the organization may reflect McGregor's revised approach to leadership.

Although no significant differences were obtained concerning style range and variables such as climate, media quality, information load, and information dispersion, other variables do seem to be affected by the amount of adaptability or style range of managers. Perceptions of information accessibility varied significantly between the range categories, with those individuals in the lower style range perceiving greater accessibility to information from a larger number of sources than those individuals in the in the higher style ranges. The same held true for two of the three subordinate analyses: managers with three or four style ranges perceived their subordinates as more willing to take on responsiblity and as more motivated to work.

An interesting, albeit non-significant finding is reflected in the correlational analysis of leadership effectiveness and the OCP variables. Perceptions of climate, media quality, and information accessibility each increased as manager's leadership effectiveness scores increased, suggesting that effectiveness may be related to more positive communication outcomes. However, a number of correlations were negative, suggesting that leadership effectiveness may concomitantly produce frustration with the organization on several variables. With the exception of work satisfaction, the managers reported less general organizational satisfaction and specific dimensional satisfaction scores decreased

as effectiveness increased. This was also the case with information load and overload-underload dimensions. Since all correlations were non-significant, such observations may reflect any number of alternative explanations.

The lack of significant findings for managerial-leader style, style range, and effectiveness in this study may be explained in part due to the above-average perceptions of the organizational communication norms. Based on the results of this study future research might want to increase the number of managers studied within the organization and test for differences between early-entry into the training program versus long-term participation. Such research might also examine the impact of organizations with and without long-term communication training on perceptions of the organization and its effect on perceptions of managerial leadership.

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TABLE 1

MEANS, STANDARD DEVIATIONS, AND

ONE-SAMPLE t-TESTS

| Variable | Mean | Norm | Difference | Std. Dev. | t-Value | Sign. |
|---|---|---|---|---|---|---|
| Climate | 3.49 | 3.31 | .18 | .53 | 1.29 | .10 |
| Performance | 3.77 | 3.43 | .33 | .59 | 2.19 | .02 |
| Dec. Making | 3.53 | 3.27 | .26 | .71 | 1.41 | .09 |
| Listening | 3.28 | 3.35 | .07 | .42 | -0.56 | .29 |
| Supportiveness | 3.16 | 3.19 | .03 | .72 | -0.12 | .45 |
| Trust | 3.53 | 3.29 | .24 | .76 | 1.22 | .12 |
| Openness | 3.64 | 3.38 | .26 | .78 | 1.27 | .11 |
| Satisfaction | 3.81 | 3.36 | .45 | .29 | 5.94 | .0001 |
| Work | 3.78 | 3.15 | .63 | .43 | 5.68 | .0001 |
| Supervisor | 3.85 | 3.42 | .43 | .49 | 3.34 | .002 |
| Pay/Benefits | 4.23 | 3.91 | .32 | .40 | 3.08 | .004 |
| Promotion | 3.00 | 2.71 | .29 | .43 | 2.59 | .01 |
| Co-Worker | 4.00 | 3.61 | .39 | .31 | 4.81 | .0001 |
| Media Quality | 3.73 | 3.26 | .47 | .76 | 2.38 | .02 |
| Information Accessibility | 3.22 | 2.97 | .25 | .47 | 2.02 | .03 |
| Information Load | 3.44 | 3.46 | .02 | .467 | -0.16 | .44 |
| Overload/under-load | 0.21 | 0.49 | .28 | .57 | -1.80 | .04 |

TABLE 2

CORRELATIONS BETWEEN LEADER EFFECTIVENESS

AND OCP VARIABLES

| VARIABLE | *r* |
|---|---|
| Climate | .336 |
| Performance | .259 |
| Decision Making | .373 |
| Listening | .243 |
| Supportiveness | .322 |
| Trust | .186 |
| Openness | .213 |
| Satisfaction | -.156 |
| Work | .293 |
| Supervisor | -.088 |
| Pay/Benefits | -.277 |
| Promotion | -.103 |
| Co-Worker | -.062 |
| Media Quality | .121 |
| Information Accessibility | .254 |
| Information Load | -.138 |
| Overload/Underload | -.323 |

TABLE 3

STYLE RANGE

| | | Number of Managers Observed |
|---|---|---|
| Categories | 2 | 2 |
| | 3 | 10 |
| | 4 | 3 |

$X^2 = 7.60, p < .01$

TABLE 4

MEANS FOR OCP AND MOTIVATION VARIABLES BY STYLE RANGE

| VARIABLE | STYLE RANGE 2 | 3 | 4 |
|---|---|---|---|
| Climate | 3.75 | 3.50 | 3.50 |
| Performance | 4.25 | 3.65 | 3.83 |
| Decision Making | 4.00 | 3.55 | 3.17 |
| Listening | 3.50 | 3.35 | 2.75 |
| Supportiveness | 3.50 | 3.10 | 3.17 |
| Trust | 3.75 | 3.50 | 3.50 |
| Openness | 3.75 | 3.50 | 4.00 |
| Satisfaction | 3.80 | 3.85 | 3.73 |
| Work | 4.00 | 3.80 | 3.58 |
| Supervisor | 4.13 | 3.88 | 3.58 |
| Pay/Benefits | 4.13 | 4.30 | 4.08 |
| Promotion | 3.00 | 3.00 | 3.00 |
| Co-Worker | 3.88 | 4.03 | 4.00 |
| Media Quality | 3.67 | 3.83 | 3.44 |
| Information Accessibility | $3.81^{b}$ | $3.24^{a}$ | $2.79^{a}$ |
| Information Load | 3.31 | 3.51 | 3.29 |
| Overload/Underload | 0.50 | -.28 | -.50 |
| Motivation | $3.50^{b}$ | $5.60^{a}$ | $6.00^{a}$ |
| Responsibility | $3.00^{b}$ | $5.80^{a}$ | $6.00^{a}$ |
| Experience/Education | 5.00 | 5.70 | 6.33 |

Means with common superscripts do not differ significantly from each other.

FIGURE 1

LASI LEADERSHIP STYLE CATEGORIES

| RELATIONSHIP STYLE | TASK STYLE: HIGH | TASK STYLE: LOW |
|---|---|---|
| HIGH | 1 | 2 |
| LOW | 3 | 4 |

# APPENDIX

## CORPORATE MANAGEMENT PROGRAM SEMINARS

To support long-term developmental needs of human resources and manage short-term pressures of today.

PROGRAM AREAS:

1. CORE CURRICULUM: covers very basic training of all managers' need to manage effectively.

Includes:

(a) Appraising Exempt Performance: A one day seminar which explains how to use the Performance Appraisal system as an effective management tool. The audience for this seminar includes supervisors and managers who conduct Performance Appraisals with both exempt and nonexempt employees.

(b) Interpersonal Communication Skills: A three-day seminar which provides techniques and practice in using five powerful interpersonal skills to help participants attain higher quality results from others by improving both their motivation and their performance. The audience for this seminar includes supervisors, managers, and individual contributors who rely on others to get work done and who what to improve the results or motivation of others.

(c) The Management Program: A three-day seminar which provides a strong foundation for understanding the work of a manager. Reviews the managerial functions of planning, organizing, leading, and controlling and provides useful tools and some practice in applying them to the job. The audience for this seminar includes supervisors and managers of both salaried exempt and nonexempt employees. Ideally, this seminar should be attended within six months after the person enters the job.

(d) Managing Other Managers: A five-day seminar which provides managers with the basic knowledge and skills necessary to effectively direct the work of other managers. This seminar is intended for new managers who have one year or less in their present position and who manage other managers.

(e) The Supervisory Program: A three-day seminar which focuses on the basic knowledge and skills necessary to effectively direct the work of others. Develops an understanding of situation leadership concepts and provides participants an opportunity to practice techniques that allow them to adapt their leadership style in response to organizational demands. The audience for this seminar includes all supervisors of hourly personnel.

2. CAREER DEVELOPMENT CURRICULUM: provides employees with skills necessary to better manage their own career development and provides the organization with a better fit of the person to the job.

Includes:

(a) Managing Personal Growth: A two-day seminar which provides the opportunity for participants to examine their work experience to determine what's working, what needs improvement, and how to make the necessary changes. The audience for this seminar includes managers, supervisors, and individual

contributors who want to improve their personal growth skills through more focused coaching and feedback.

(b) Personal Visions Workshop: A three-day seminar which provides the opportunity for participants to identify their long-term options, and develop a personal vision and goals. The Personal Vision Workshop provides the rationale and the means to explore one's real potential and possibilities, and then determine the skills and abilities needed to achieve them. The audience for this seminar includes managers, supervisors, and individual contributors at all organizational levels who desire to look ahead an determine what they want in their career and life.

3. PROFESSIONAL DEVELOPMENT: provides skill building in a variety of skills. These programs should be attended based on the specific departmental needs of an individual employee.

Include:

(a) Executive Communications: A two-day seminar which improves participant's presentation style and impact in speaking to various groups. The audience for this seminar includes managers and individual contributors who need to effectively present analyses, ideas, and information.

(b) Managing Change and Innovation: A two and one-half-day seminar which provides an understanding of the dynamics of organizational change; what it takes to manage change effectively, and the role of the manager as an agent of change and a leader in the change process. The audience for this seminar includes managers and individual contributors who have responsibility for -- or influence over -- business strategy implementation, technology innovation, and/or multi-functional change project management.

(c) Meeting Management: A one-day seminar which helps participants accomplish more at meetings by improving their skills in planning, conducting, and evaluating meetings. The audience for this seminar includes supervisors and managers of exempt employees and individuals contributors who are responsible for preparing and conducting meetings.

(d) Personal Skill Laboratory: A four and one-half-day seminar which provides participants with an opportunity to receive and evaluate feedback from others on their interpersonal style. Through participation participants gain valuable insight into how they relate to others and a greater awareness of what they need to do to improve their interpersonal behavior and effectiveness. The audience for this seminar includes supervisors, managers, and individual contributors whose jobs require a significant level of interpersonal effectiveness.

(e) Problem Solving and Decision Making: A three-day seminar which provides practice in analyzing job situations and applying techniques for solving problems, making decisions, and implementing plans successfully. The audience for this seminar includes supervisors, managers, and individual contributors who want a systematic approach to problem solving and decision making.

(f) Productive Conflict Management: A three-day seminar which helps participants examine their present conflict management style and improve their effectiveness in responding to different types of conflict situations. Participants learn to analyze conflict situations and develop strategies for dealing effectively with interpersonal and organizational differences. The audience for this seminar includes supervisors, managers, and individual contributors who frequently interact with people who often have conflicting factual data, different goals, and/or different methods for attaining objectives.

(g) Speaking to Groups: A two-day seminar which improves participants' style, comfort level, and impact in speaking to groups. The audience for this seminar includes supervisors, managers, and individual contributors whose jobs require them to speak to groups and who want to increase the effectiveness of their presentations.

(h) Time Management: A one-day seminar which presents techniques for accomplishing more high priority work in a shorter amount of time. The audience for this seminar includes supervisors, managers, and individual contributors who work under pressures of tight deadlines, frequent interruptions, and changing priorities.

(i) Writing Skills Workshop: A two-day seminar which enables participants to use their writing to influence others and get results. Provides guidelines to help write clear, concise, well-organized letters, memos, and reports appropriate for the purpose and the reader. The audience for this seminar includes supervisors, managers, and individual contributors who write letters, memos, or reports.

Beside these three "required" areas of focus, other seminars are available to employees at their request. These include:

--Appraising Exempt Performance
--Performance Appraisal System Overview for Individual Contributors
--Writing Measures of Performance
--Managing Sales Career Development
--Understanding Self and Others
--Consulting Skills Workshop
--Employment Interviewing
--Trainer Training Workshop